



These are Control's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



Control took the majority of the Reading Alternate MCA using online test materials independently with Test Administrator supervision.



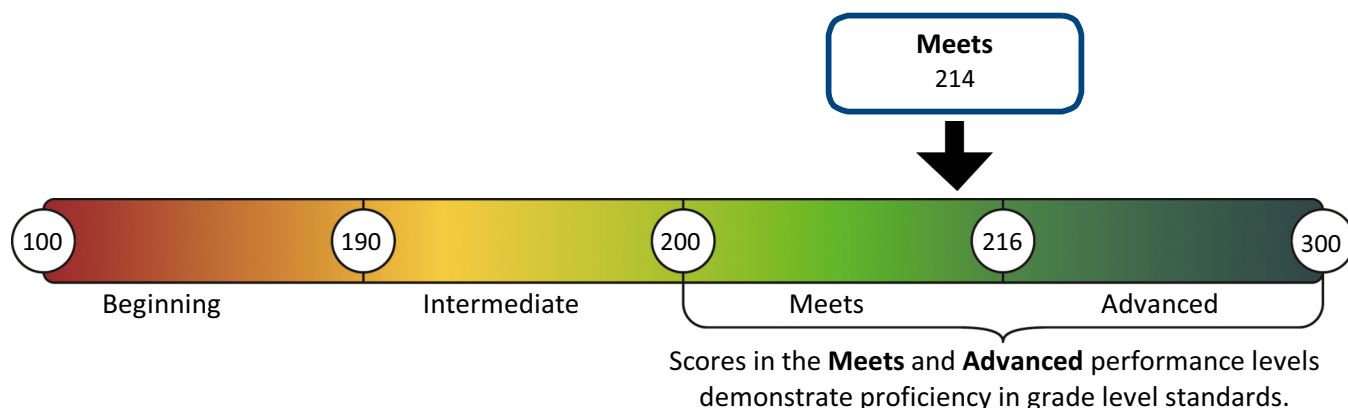
Control read most of the Reading Alt MCA passages independently.

Reading: Control's Overall Alt MCA Results

Control's score of 214 shows evidence of learning at the **Meets** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 3 student with a score at the Meets level needs minimal levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Find the answer to a question stated in the text, identify an event, describe a character and understand what a word means.
- Find a short phrase that matches a picture, name the author and share details about them.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/students-and-families/statewide-testing-assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 3 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 3 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Match a picture to an idea from a sentence in the text. • Match words to pictures in the text. • Identify a character or where the story takes place. • Find a word in the text that is shown in a picture. • Identify who is telling the story.	9 / 9
Middle	Questions at this level generally require students to: • Match a picture to an idea from a part of the text. • Describe a character or where the story takes place. • Identify a word that matches a definition. • Identify a short phrase in the text that is shown in a picture. • Identify who the author is.	9 / 9
High	Questions at this level generally require students to: • Find answers to questions stated directly in the text. • Identify an event in the text. • Understand what a word means in the text. • Find a sentence in the text that matches a picture. • Identify what the author thinks or feels about the topic in the text.	0 / 9

How to request this report in a translated language or an alternative format:

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These are Control's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



Control took the majority of the Reading Alternate MCA using a mix of online and paper test materials with Test Administrator guidance and support.



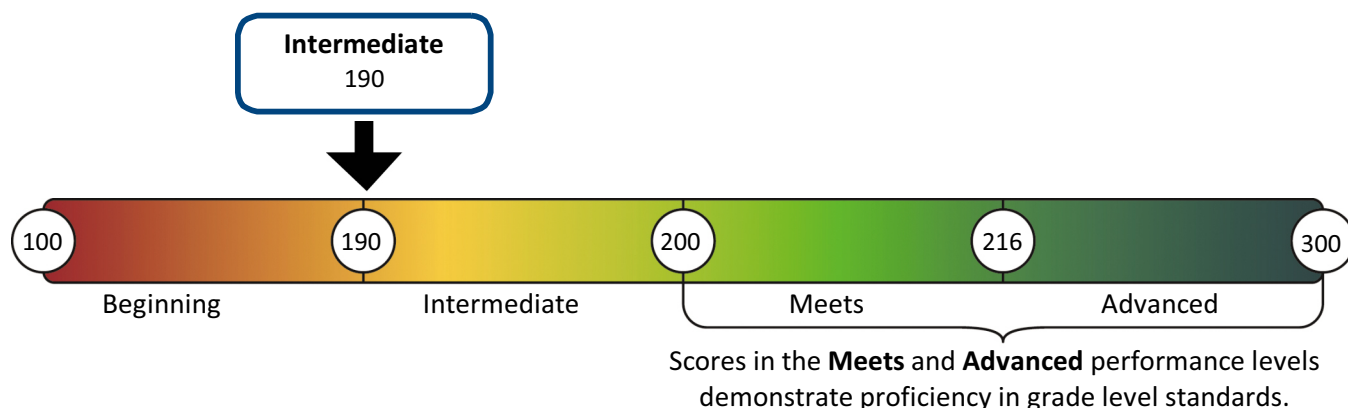
Control had most of the Reading Alt MCA passages read to them by the Test Administrator.

Reading: Control's Overall Alt MCA Results

Control's score of 190 shows evidence of learning at the **Intermediate** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 3 student with a score at the Intermediate level needs moderate levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Match a picture to part of the text, describe where the story takes place, and choose the correct word that matches the meaning.
- Identify who is telling the story.



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Grade 3 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 3 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Match a picture to an idea from a sentence in the text. • Match words to pictures in the text. • Identify a character or where the story takes place. • Find a word in the text that is shown in a picture. • Identify who is telling the story.	9 / 9
Middle	Questions at this level generally require students to: • Match a picture to an idea from a part of the text. • Describe a character or where the story takes place. • Identify a word that matches a definition. • Identify a short phrase in the text that is shown in a picture. • Identify who the author is.	0 / 9
High	Questions at this level generally require students to: • Find answers to questions stated directly in the text. • Identify an event in the text. • Understand what a word means in the text. • Find a sentence in the text that matches a picture. • Identify what the author thinks or feels about the topic in the text.	0 / 9

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These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROL took the majority of the Reading Alternate MCA using online test materials independently with Test Administrator supervision.



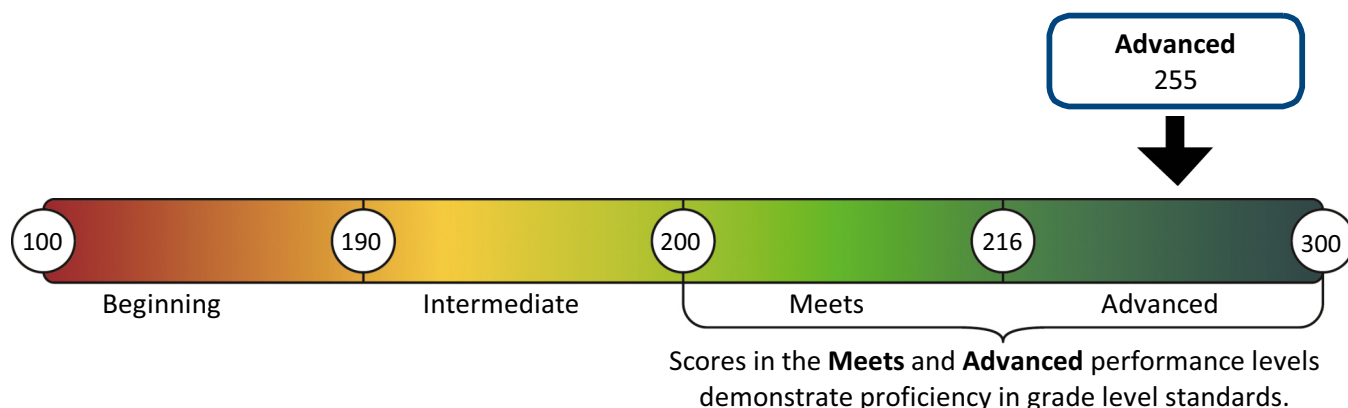
CONTROL had most of the Reading Alt MCA passages read to them by the Test Administrator.

Reading: CONTROL's Overall Alt MCA Results

CONTROL's score of 255 shows evidence of learning at the **Advanced** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 3 student with a score at the **Advanced** level needs minimal levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Answer direct questions found right in the text and put two events in the correct order.
- Choose a sentence that matches a picture, and understand the author's point of view in the story.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/Students-and-Families/Statewide-Testing-Assessment-Results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 3 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 3 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Match a picture to an idea from a sentence in the text. • Match words to pictures in the text. • Identify a character or where the story takes place. • Find a word in the text that is shown in a picture. • Identify who is telling the story.	9 / 9
Middle	Questions at this level generally require students to: • Match a picture to an idea from a part of the text. • Describe a character or where the story takes place. • Identify a word that matches a definition. • Identify a short phrase in the text that is shown in a picture. • Identify who the author is.	9 / 9
High	Questions at this level generally require students to: • Find answers to questions stated directly in the text. • Identify an event in the text. • Understand what a word means in the text. • Find a sentence in the text that matches a picture. • Identify what the author thinks or feels about the topic in the text.	8 / 9

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These are Rorgana's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.

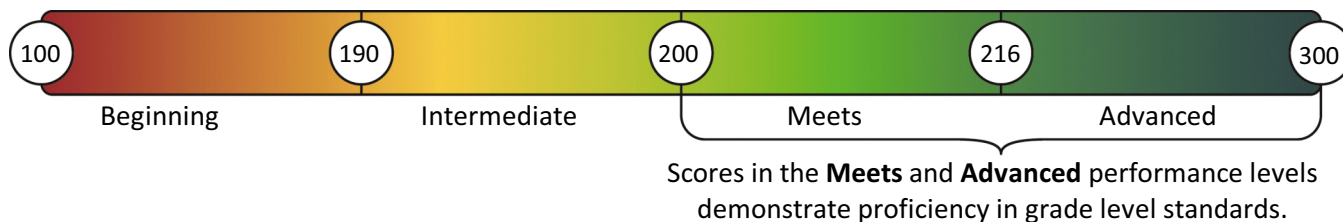


Rorgana did not participate in the test.



Reading: Rorgana's Overall Alt MCA Results

The student did not attempt the test for this subject. Please contact your student's school for further information.



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Grade 3 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 3 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Match a picture to an idea from a sentence in the text. • Match words to pictures in the text. • Identify a character or where the story takes place. • Find a word in the text that is shown in a picture. • Identify who is telling the story.	No Test Data Available
Middle	Questions at this level generally require students to: • Match a picture to an idea from a part of the text. • Describe a character or where the story takes place. • Identify a word that matches a definition. • Identify a short phrase in the text that is shown in a picture. • Identify who the author is.	No Test Data Available
High	Questions at this level generally require students to: • Find answers to questions stated directly in the text. • Identify an event in the text. • Understand what a word means in the text. • Find a sentence in the text that matches a picture. • Identify what the author thinks or feels about the topic in the text.	No Test Data Available

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These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.

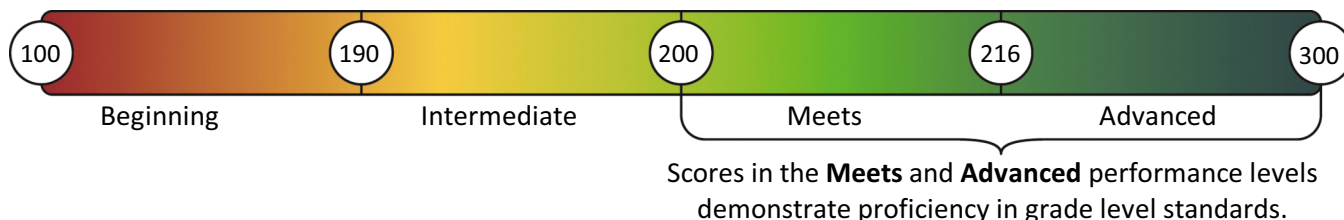


CONTROL did not participate in the test.



Reading: CONTROL's Overall Alt MCA Results

No test scores are available. The student had a medical excuse during the testing window for this subject. Please contact your student's school for further information.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/Students-and-Families/Statewide-Testing-Assessment-Results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 3 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 3 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Match a picture to an idea from a sentence in the text. • Match words to pictures in the text. • Identify a character or where the story takes place. • Find a word in the text that is shown in a picture. • Identify who is telling the story.	No Test Data Available
Middle	Questions at this level generally require students to: • Match a picture to an idea from a part of the text. • Describe a character or where the story takes place. • Identify a word that matches a definition. • Identify a short phrase in the text that is shown in a picture. • Identify who the author is.	No Test Data Available
High	Questions at this level generally require students to: • Find answers to questions stated directly in the text. • Identify an event in the text. • Understand what a word means in the text. • Find a sentence in the text that matches a picture. • Identify what the author thinks or feels about the topic in the text.	No Test Data Available

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These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROL took the majority of the Reading Alternate MCA using online test materials with Test Administrator guidance and support.



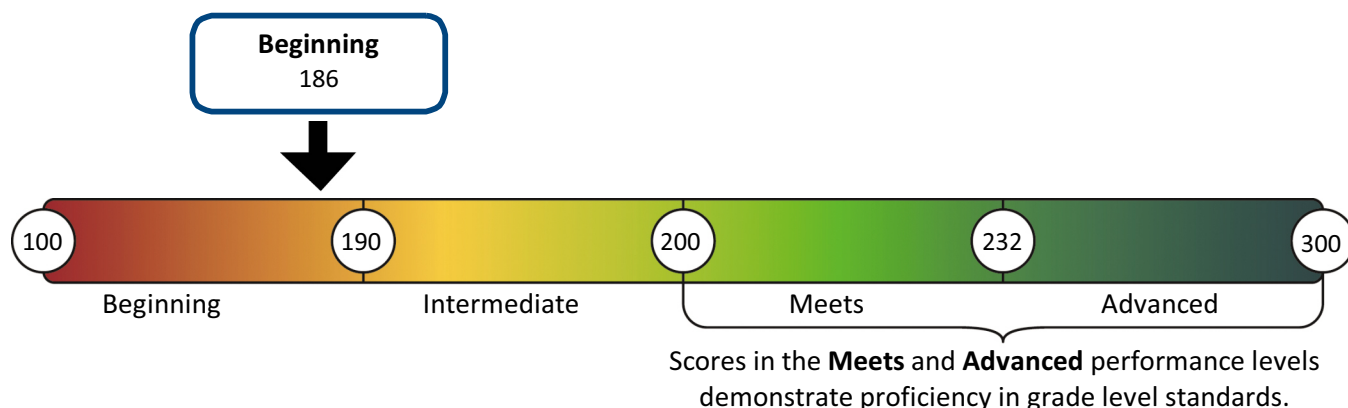
CONTROL had most of the Reading Alt MCA passages read to them by the Test Administrator.

Reading: CONTROL's Overall Alt MCA Results

CONTROL's score of 186 shows evidence of learning at the **Beginning** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 4 student with a score at the Beginning level needs significant levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Identify a person or an event, match a picture to a person or place, and match a word to a picture.
- Identify a picture from the text and identify a picture that matches what the text is about.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/Students-and-Families/Statewide-Testing-Assessment-Results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 4 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **79%** of grade 4 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Choose a picture that matches a detail from a phrase or sentence in the text. - Identify a character or place from the text. - Match a word to a picture of the word. - Identify which picture is from the text. - Choose the picture that shows what the author is trying to explain or show in the text.	9 / 9
Middle	Questions at this level generally require students to: - Describe what is happening in a picture from the text. - Identify one detail of a person or place in the text. - Identify the word that has the same meaning of a word used in the text. - Identify a picture from the text. - Identify pictures or words that show why the author wrote the text.	0 / 9
High	Questions at this level generally require students to: - Answer direct questions about the text. - Describe the person, place, event and problem in the text. - Identify the opposite meaning of a word used in the text. - Identify why a picture is in the text. - Identify the reason why the author wrote the text.	0 / 9

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These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.

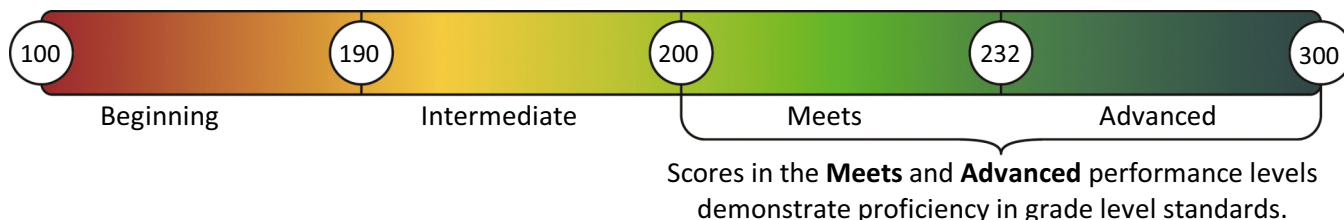


CONTROL did not complete the test.



Reading: CONTROL's Overall Alt MCA Results

No score is available. The student did not complete a sufficient number of items to receive a score. Please contact your student's school for further information.



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Grade 4 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **79%** of grade 4 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Choose a picture that matches a detail from a phrase or sentence in the text. - Identify a character or place from the text. - Match a word to a picture of the word. - Identify which picture is from the text. - Choose the picture that shows what the author is trying to explain or show in the text.	No Test Data Available
Middle	Questions at this level generally require students to: - Describe what is happening in a picture from the text. - Identify one detail of a person or place in the text. - Identify the word that has the same meaning of a word used in the text. - Identify a picture from the text. - Identify pictures or words that show why the author wrote the text.	No Test Data Available
High	Questions at this level generally require students to: - Answer direct questions about the text. - Describe the person, place, event and problem in the text. - Identify the opposite meaning of a word used in the text. - Identify why a picture is in the text. - Identify the reason why the author wrote the text.	No Test Data Available

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These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROL took the Reading Alternate MCA this year using either online or paper test materials. Contact your student's teacher for more information about their mode of administration. They exited the test after providing no response to the first 6 questions using a rule that allows students to exit the test early in some cases. This early stopping rule may be used for students who do not yet have a consistent, observable system of expressive communication and consistently are not responding to the test questions. This report reflects the anticipated score if they had completed the test.

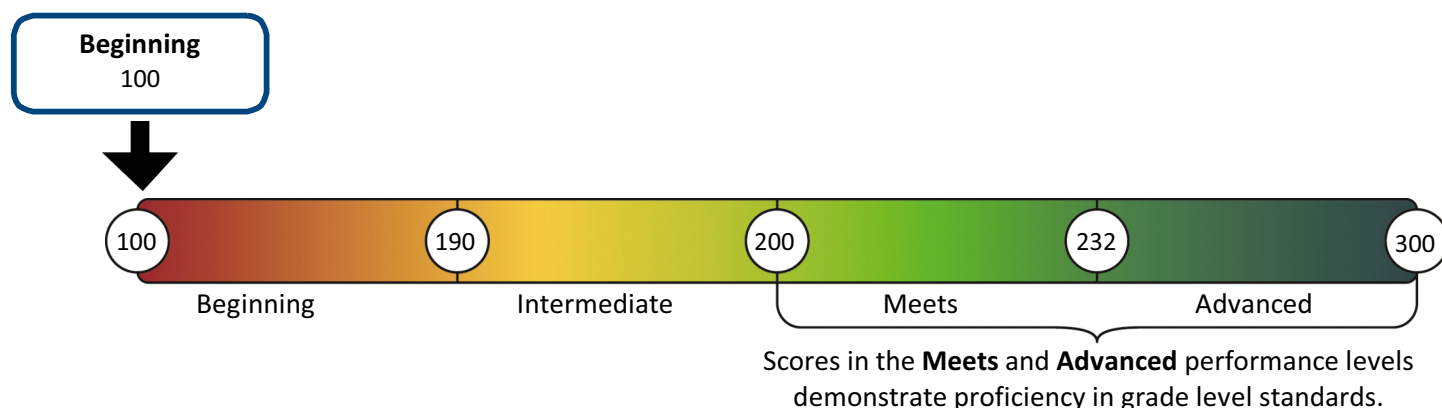


Reading: CONTROL's Overall Alt MCA Results

CONTROL's score of 100 shows evidence of learning at the **Beginning** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 4 student with a score at the Beginning level needs significant levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Identify a person or an event, match a picture to a person or place, and match a word to a picture.
- Identify a picture from the text and identify a picture that matches what the text is about.



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Grade 4 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **79%** of grade 4 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Choose a picture that matches a detail from a phrase or sentence in the text. • Identify a character or place from the text. • Match a word to a picture of the word. • Identify which picture is from the text. • Choose the picture that shows what the author is trying to explain or show in the text.	0 / 9
Middle	Questions at this level generally require students to: • Describe what is happening in a picture from the text. • Identify one detail of a person or place in the text. • Identify the word that has the same meaning of a word used in the text. • Identify a picture from the text. • Identify pictures or words that show why the author wrote the text.	0 / 9
High	Questions at this level generally require students to: • Answer direct questions about the text. • Describe the person, place, event and problem in the text. • Identify the opposite meaning of a word used in the text. • Identify why a picture is in the text. • Identify the reason why the author wrote the text.	0 / 9

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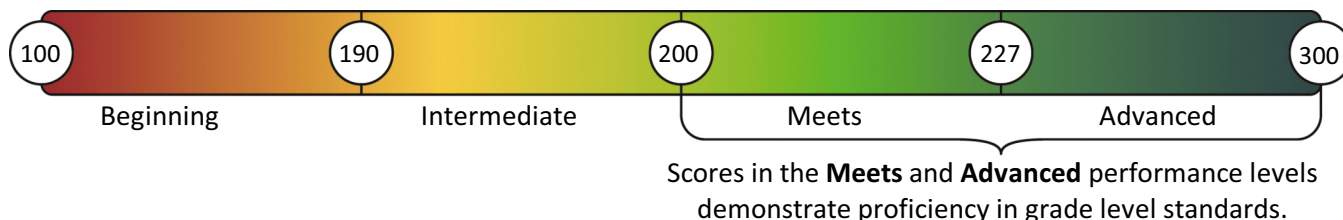


Control's test was invalidated.



Reading: Control's Overall Alt MCA Results

No score is available. The student's test was invalidated by the school due to improper use of a device. Please contact your student's school for further information.



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Grade 5 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **84%** of grade 5 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/Points Possible
Low	Questions at this level generally require students to: • Identify specific words or pictures from the text to answer questions. • Identify the problem in the text. • Match a word to the picture of that word. • Identify a picture that supports information found in the text. • Identify an event in the text from a firsthand account (someone who personally experienced the event).	No Test Data Available
Middle	Questions at this level generally require students to: • Quote a basic phrase from the text to answer questions. • Identify how a problem in the text gets solved. • Determine the meaning of a given word. • Describe a picture found in the text. • Identify an event in the text from a secondhand account (someone who didn't personally experience the event).	No Test Data Available
High	Questions at this level generally require students to: • Find a direct quote that helps answer a question about the text. • Describe how a problem is solved in the text. • Determine the meaning of a given phrase. • Explain what information is shown in a picture from the text. • Describe an event in the text from a firsthand account (someone who personally experienced the event) or secondhand account (someone who didn't personally experience the event).	No Test Data Available

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These are Controller's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



Controller took the majority of the Reading Alternate MCA using online test materials with Test Administrator guidance and support. They exited the test after providing no response to the first 6 questions using a rule that allows students to exit the test early in some cases. This early stopping rule may be used for students who do not yet have a consistent, observable system of expressive communication and consistently are not responding to the test questions. This report reflects the anticipated score if they had completed the test.



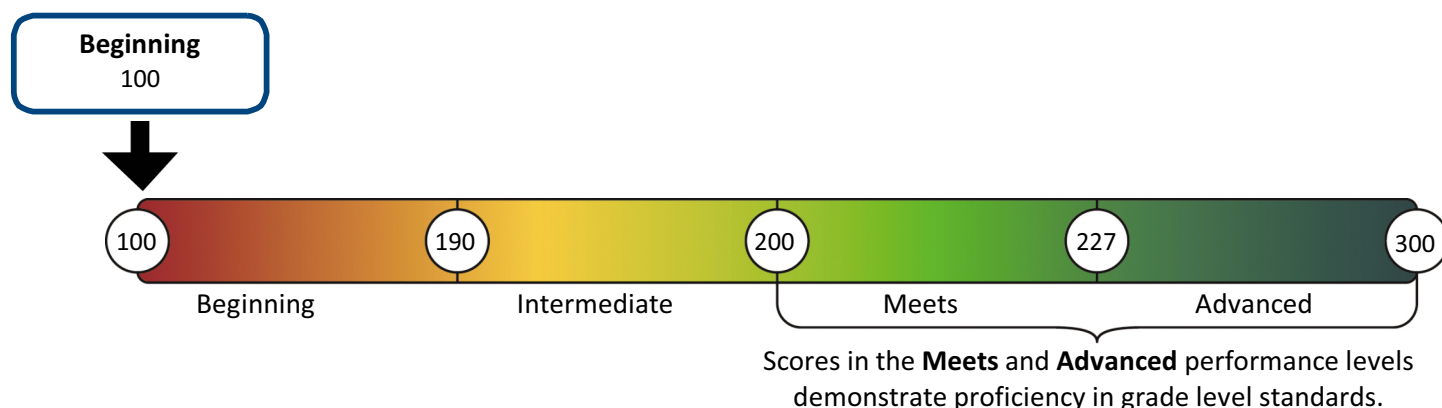
Controller read most of the Reading Alt MCA passages with the Test Administrator.

Reading: Controller's Overall Alt MCA Results

Controller's score of 100 shows evidence of learning at the **Beginning** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 5 student with a score at the Beginning level needs significant levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Identify a picture that shows a problem and match a word to a picture.
- Identify a picture that supports information and identify an event.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/Students-and-Families/Statewide-Testing-Assessment-Results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 5 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **84%** of grade 5 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify specific words or pictures from the text to answer questions. • Identify the problem in the text. • Match a word to the picture of that word. • Identify a picture that supports information found in the text. • Identify an event in the text from a firsthand account (someone who personally experienced the event).	0 / 9
Middle	Questions at this level generally require students to: • Quote a basic phrase from the text to answer questions. • Identify how a problem in the text gets solved. • Determine the meaning of a given word. • Describe a picture found in the text. • Identify an event in the text from a secondhand account (someone who didn't personally experience the event).	0 / 9
High	Questions at this level generally require students to: • Find a direct quote that helps answer a question about the text. • Describe how a problem is solved in the text. • Determine the meaning of a given phrase. • Explain what information is shown in a picture from the text. • Describe an event in the text from a firsthand account (someone who personally experienced the event) or secondhand account (someone who didn't personally experience the event).	0 / 9

How to request this report in a translated language or an alternative format:

If a QR code is present on the report, you can access a video available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROL took the majority of the Reading Alternate MCA using paper test materials with Test Administrator guidance and support.



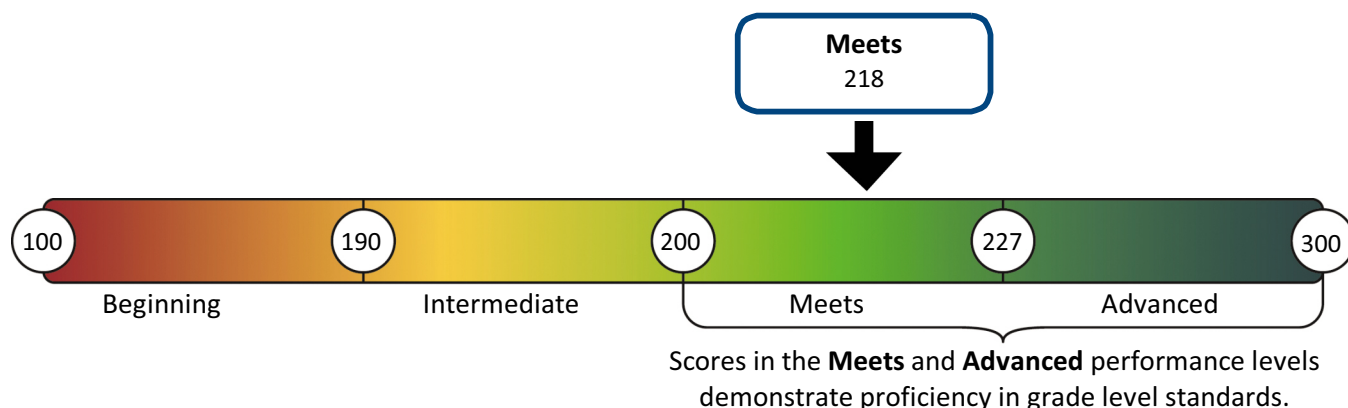
CONTROL had most of the Reading Alt MCA passages read to them by the Test Administrator.

Reading: CONTROL's Overall Alt MCA Results

CONTROL's score of 218 shows evidence of learning at the **Meets** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 5 student with a score at the Meets level needs minimal levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Identify a quote to answer a question, identify a solution to a problem, and figure out the meaning of a word using context clues.
- Look at a picture and explain how it relates to what is happening in the text and identify an event told by someone who was not there (secondhand account).



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 5 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **84%** of grade 5 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify specific words or pictures from the text to answer questions. • Identify the problem in the text. • Match a word to the picture of that word. • Identify a picture that supports information found in the text. • Identify an event in the text from a firsthand account (someone who personally experienced the event).	9 / 9
Middle	Questions at this level generally require students to: • Quote a basic phrase from the text to answer questions. • Identify how a problem in the text gets solved. • Determine the meaning of a given word. • Describe a picture found in the text. • Identify an event in the text from a secondhand account (someone who didn't personally experience the event).	9 / 9
High	Questions at this level generally require students to: • Find a direct quote that helps answer a question about the text. • Describe how a problem is solved in the text. • Determine the meaning of a given phrase. • Explain what information is shown in a picture from the text. • Describe an event in the text from a firsthand account (someone who personally experienced the event) or secondhand account (someone who didn't personally experience the event).	0 / 9

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These are Control's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



Control took the majority of the Reading Alternate MCA using online test materials with Test Administrator guidance and support.



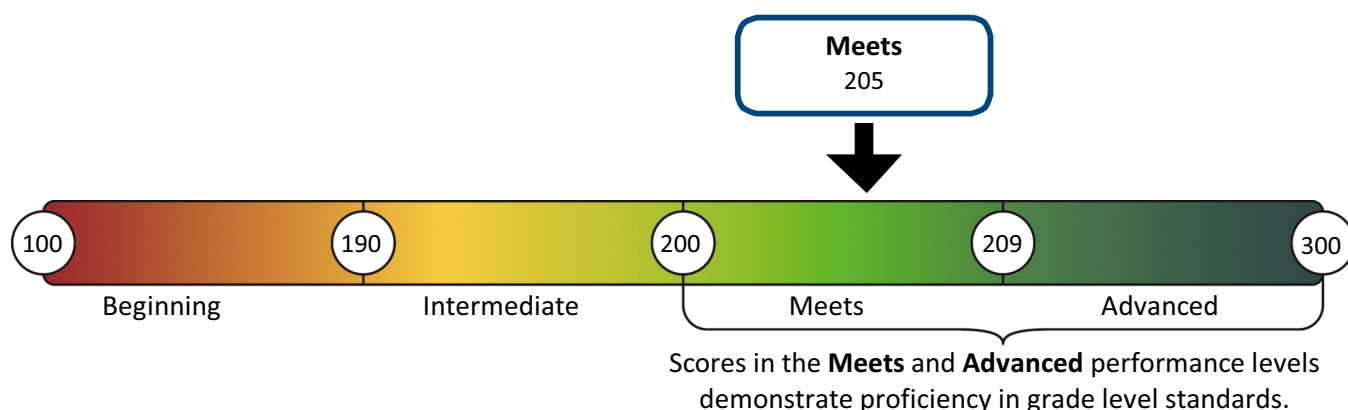
Control had most of the Reading Alt MCA passages read to them by the Test Administrator.

Reading: Control's Overall Alt MCA Results

Control's score of 205 shows evidence of learning at the **Meets** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 6 student with a score at the Meets level needs minimal levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Summarize the main idea in a part of the text, describe how a character responds to an event, identify cause or effect, and identify the meaning of a word using clues or reference tools.
- Identify how the ideas and information in pictures are alike or different and recognize when two people describe the same event in similar ways.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/Students-and-Families/Statewide-Testing-Assessment-Results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 6 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 6 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Find important words or pictures from the text to identify a key topic. - Identify the most important event that happens in the text. - Match a word to a picture from the text. - Identify ideas or information shown in pictures to support understanding of the text. - Identify an event shown in a picture.	9 / 9
Middle	Questions at this level generally require students to: - Summarize the main idea of a section of the text. - Identify the order of events in the text. - Find the definition of a word from the text in a dictionary entry. - Identify what is alike or different about the ideas and information in pictures from a text. - Find the similar topic of an event from two different points of view.	9 / 9
High	Questions at this level generally require students to: - Use a direct quote to summarize the text. - Describe how a character reacts to something that happens in the story. - Identify the meaning of words using clues from the text. - Explain how the ideas shown in pictures from a text are alike or different. - Describe a similarity of an event from how two people experienced it.	0 / 9

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These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.

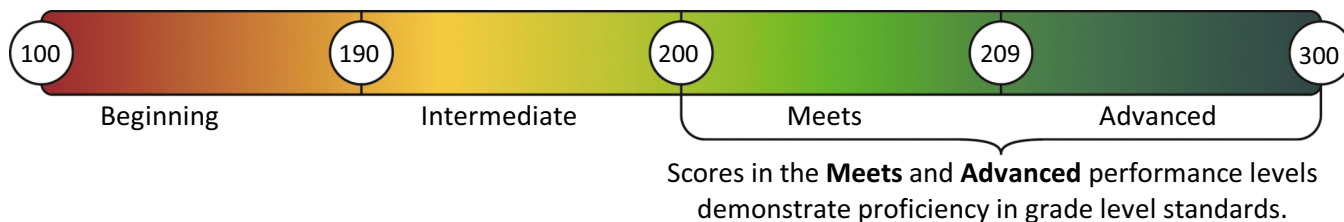


CONTROL did not participate in the test.



Reading: CONTROL's Overall Alt MCA Results

The student did not attempt the test for this subject. Please contact your student's school for further information.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/Students-and-Families/Statewide-Testing-Assessment-Results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 6 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 6 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Find important words or pictures from the text to identify a key topic. - Identify the most important event that happens in the text. - Match a word to a picture from the text. - Identify ideas or information shown in pictures to support understanding of the text. - Identify an event shown in a picture.	No Test Data Available
Middle	Questions at this level generally require students to: - Summarize the main idea of a section of the text. - Identify the order of events in the text. - Find the definition of a word from the text in a dictionary entry. - Identify what is alike or different about the ideas and information in pictures from a text. - Find the similar topic of an event from two different points of view.	No Test Data Available
High	Questions at this level generally require students to: - Use a direct quote to summarize the text. - Describe how a character reacts to something that happens in the story. - Identify the meaning of words using clues from the text. - Explain how the ideas shown in pictures from a text are alike or different. - Describe a similarity of an event from how two people experienced it.	No Test Data Available

How to request this report in a translated language or an alternative format:

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These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROL took the majority of the Reading Alternate MCA using online test materials with Test Administrator guidance and support.



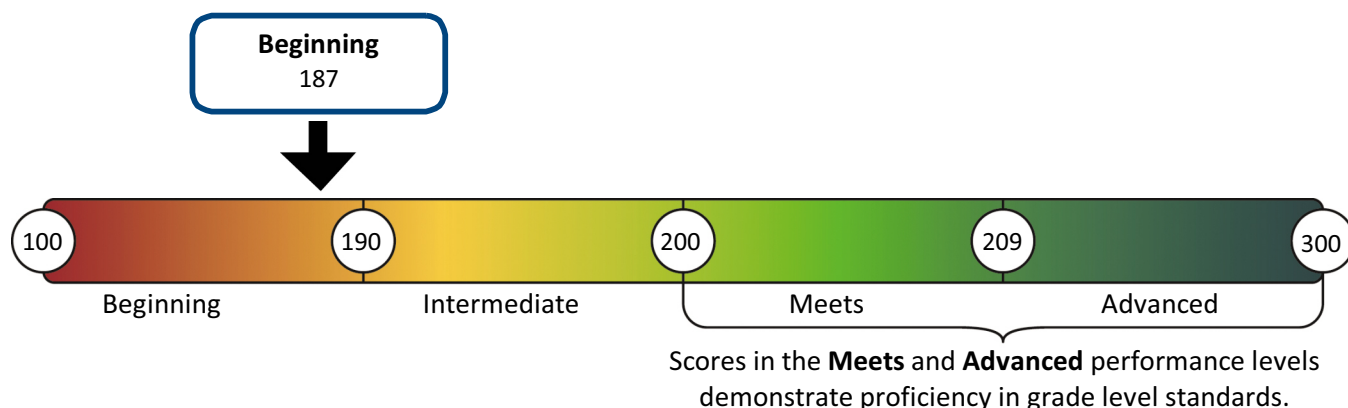
CONTROL had most of the Reading Alt MCA passages read to them by the Test Administrator.

Reading: CONTROL's Overall Alt MCA Results

CONTROL's score of 187 shows evidence of learning at the **Beginning** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 6 student with a score at the Beginning level needs significant levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Identify pictures or words that connect to an idea, match a picture to an event, identify a character, recall two events, and match a word to a picture.
- Match a picture to a character, setting, or event.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/students-and-families/statewide-testing-assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 6 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 6 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Find important words or pictures from the text to identify a key topic. • Identify the most important event that happens in the text. • Match a word to a picture from the text. • Identify ideas or information shown in pictures to support understanding of the text. • Identify an event shown in a picture.	5 / 9
Middle	Questions at this level generally require students to: • Summarize the main idea of a section of the text. • Identify the order of events in the text. • Find the definition of a word from the text in a dictionary entry. • Identify what is alike or different about the ideas and information in pictures from a text. • Find the similar topic of an event from two different points of view.	1 / 9
High	Questions at this level generally require students to: • Use a direct quote to summarize the text. • Describe how a character reacts to something that happens in the story. • Identify the meaning of words using clues from the text. • Explain how the ideas shown in pictures from a text are alike or different. • Describe a similarity of an event from how two people experienced it.	2 / 9

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These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.

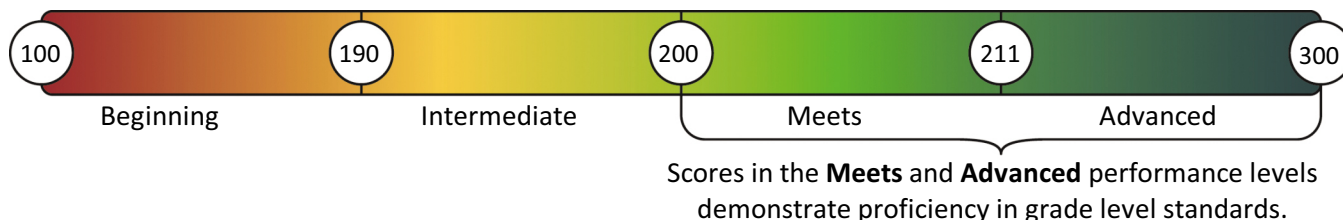


CONTROL's test was invalidated.



Reading: CONTROL's Overall Alt MCA Results

No score is available. The student's test was invalidated by the school due to improper use of a device. Please contact your student's school for further information.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 7 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **79%** of grade 7 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Answer direct questions about a text. • Identify individuals or events in a text. • Match words to pictures from a text. • Identify pictures in a text. • Identify the author of a text.	No Test Data Available
Middle	Questions at this level generally require students to: • Use clues in a text to figure out what is happening in a text. • Identify characters, settings, events, and/or ideas. • Identify relationships between characters and events. • Understand words that have meanings that are the same as and opposite of each other. • Identify how pictures relate to a text. • Understand the connection of the author to the text.	No Test Data Available
High	Questions at this level generally require students to: • Use clues from a text to answer a question. • Describe relationships between characters, settings, and/or order of events of a text. • Identify the meaning of words from a text. • Explain how graphics or pictures support a text. • Describe the author's connection to the main idea of a text.	No Test Data Available

How to request this report in a translated language or an alternative format:

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These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROL took the majority of the Reading Alternate MCA using paper test materials with Test Administrator guidance and support.



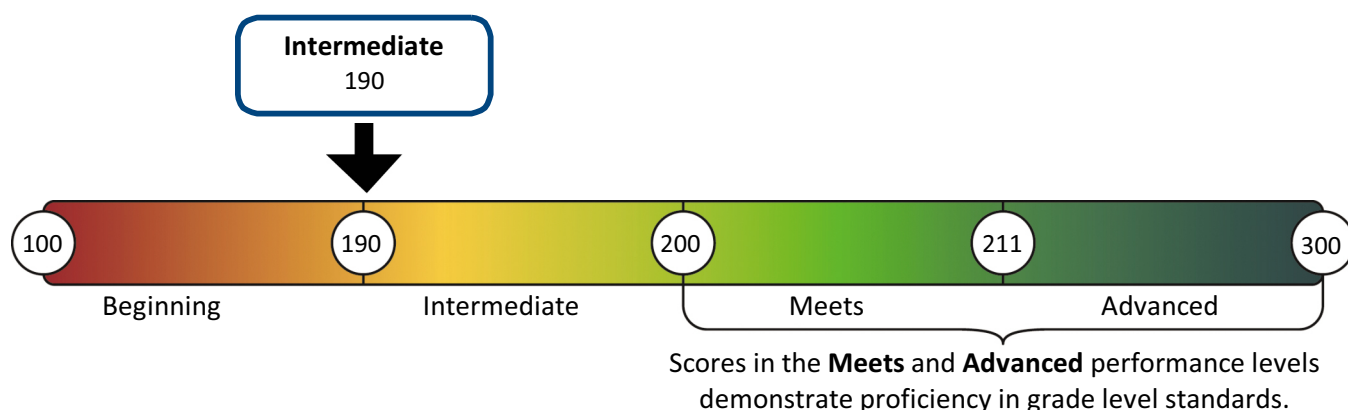
CONTROL read most of the Reading Alt MCA passages with the Test Administrator.

Reading: CONTROL's Overall Alt MCA Results

CONTROL's score of 190 shows evidence of learning at the **Intermediate** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 7 student with a score at the **Intermediate** level needs moderate levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Use details to support an inference (a guess based on clues), identify elements such as character/individual, setting and main event, and match words with the same meaning.
- Identify a picture or graphic that is connected to a text and who the author is.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/Students-and-Families/Statewide-Testing-Assessment-Results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 7 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **79%** of grade 7 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Answer direct questions about a text. • Identify individuals or events in a text. • Match words to pictures from a text. • Identify pictures in a text. • Identify the author of a text.	9 / 9
Middle	Questions at this level generally require students to: • Use clues in a text to figure out what is happening in a text. • Identify characters, settings, events, and/or ideas. • Identify relationships between characters and events. • Understand words that have meanings that are the same as and opposite of each other. • Identify how pictures relate to a text. • Understand the connection of the author to the text.	0 / 9
High	Questions at this level generally require students to: • Use clues from a text to answer a question. • Describe relationships between characters, settings, and/or order of events of a text. • Identify the meaning of words from a text. • Explain how graphics or pictures support a text. • Describe the author's connection to the main idea of a text.	0 / 9

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These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROL took the majority of the Reading Alternate MCA using paper test materials with Test Administrator guidance and support.



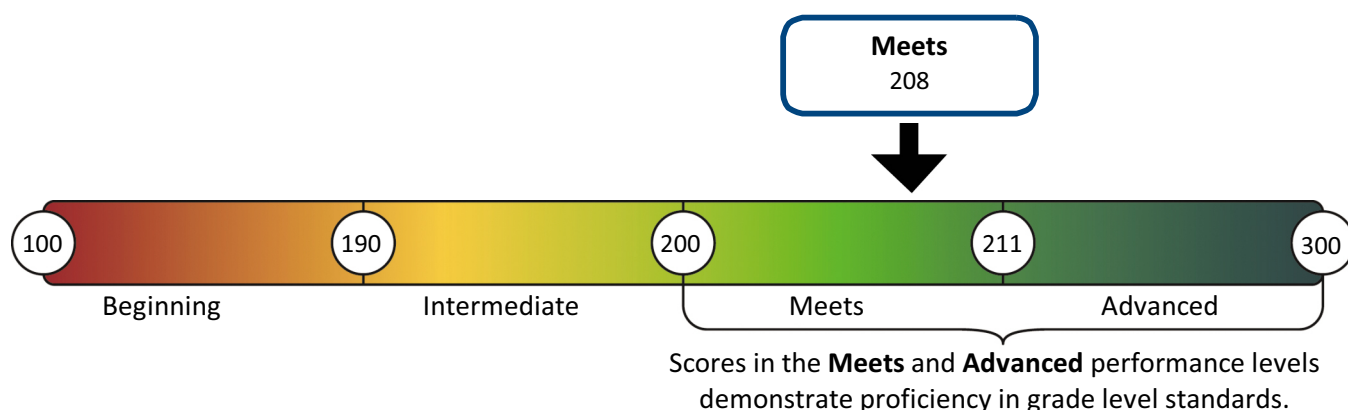
CONTROL read most of the Reading Alt MCA passages with the Test Administrator.

Reading: CONTROL's Overall Alt MCA Results

CONTROL's score of 208 shows evidence of learning at the **Meets** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 7 student with a score at the Meets level needs minimal levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Use clues to answer a question, identify relationships between different elements (such as events, individuals, or characters), and find the opposite of a given word.
- Explain how a picture or graphic supports a text and the author's main idea.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/students-and-families/statewide-testing-assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 7 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **79%** of grade 7 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Answer direct questions about a text. • Identify individuals or events in a text. • Match words to pictures from a text. • Identify pictures in a text. • Identify the author of a text.	9 / 9
Middle	Questions at this level generally require students to: • Use clues in a text to figure out what is happening in a text. • Identify characters, settings, events, and/or ideas. • Identify relationships between characters and events. • Understand words that have meanings that are the same as and opposite of each other. • Identify how pictures relate to a text. • Understand the connection of the author to the text.	9 / 9
High	Questions at this level generally require students to: • Use clues from a text to answer a question. • Describe relationships between characters, settings, and/or order of events of a text. • Identify the meaning of words from a text. • Explain how graphics or pictures support a text. • Describe the author's connection to the main idea of a text.	0 / 9

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These are Control's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



Control took the Reading Alternate MCA this year using either online or paper test materials. Contact your student's teacher for more information about their mode of administration.

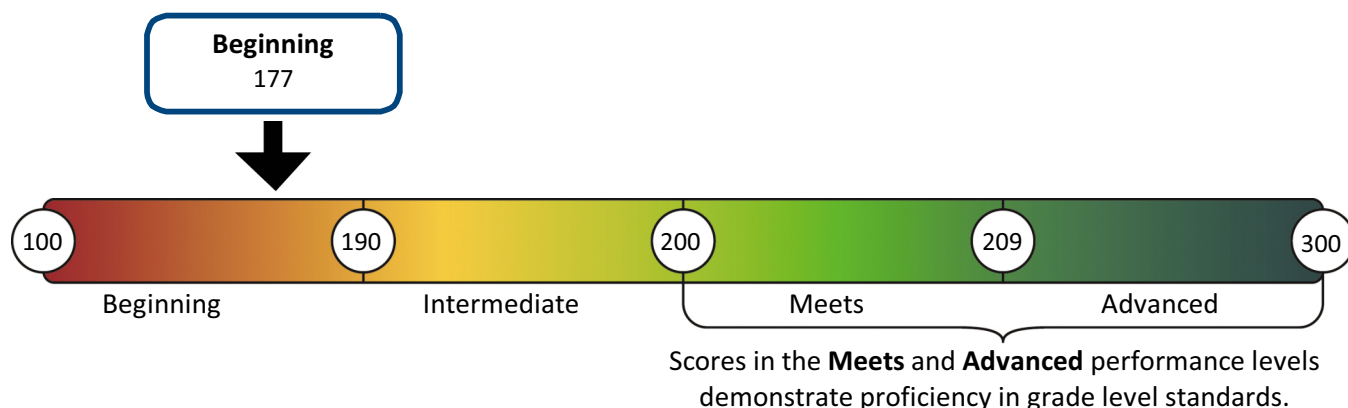


Reading: Control's Overall Alt MCA Results

Control's score of 177 shows evidence of learning at the **Beginning** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 8 student with a score at the Beginning level needs significant levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Answer a question stated in the text, identify the actions of a character and important details about individuals or events and match a word with multiple meanings to a picture
- Identify what a picture is mostly about and who the character is.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/Students-and-Families/Statewide-Testing-Assessment-Results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 8 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 8 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Answer a question by using information stated in the text. • Identify important events and character actions in a story. • Identify a detail about an individual or event in the text. • Identify the key idea of an image from the text. • Identify what makes the character in a text special or important. • Match a word from a text that has more than one meaning to a picture.	4 / 9
Middle	Questions at this level generally require students to: • Answer a question by using quotes from the text. • Identify important conversations between characters in a story. • Identify connections between individuals and events in the text. • Identify an image that is like another image. • Describe what makes the character special or important in a text. • Identify a word with more than one meaning as it is used in the text given a picture of that word.	2 / 9
High	Questions at this level generally require students to: • Identify a quote from a text to make an inference (a guess to a question using clues from the text). • Explain how relationships between characters and/or events are important to a story. • Explain connections between individuals and/or events in the text. • Describe how pictures from a text are alike or different. • Describe a point of view of a character in a text. • Identify the meaning of a word with more than one meaning as it is used in the text.	0 / 9

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These are Control's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



Control took the majority of the Reading Alternate MCA using online test materials with Test Administrator guidance and support.



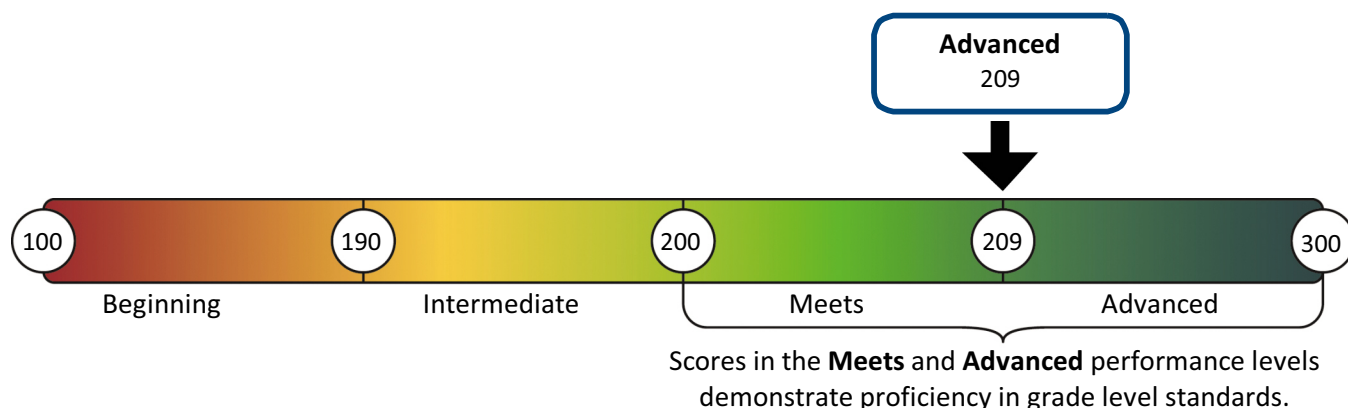
Control read most of the Reading Alt MCA passages independently.

Reading: Control's Overall Alt MCA Results

Control's score of 209 shows evidence of learning at the **Advanced** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 8 student with a score at the **Advanced** level needs minimal levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Identify details that support an inference (a guess to a question using clues from the text), explain how individuals and/or events are connected and how character relationships and events affect the plot.
- Describe how two graphics or pictures are different and find language that shows a character's point of view.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results webpage](https://education.mn.gov/students-and-families/statewide-testing-assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Grade 8 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **72%** of grade 8 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Answer a question by using information stated in the text. • Identify important events and character actions in a story. • Identify a detail about an individual or event in the text. • Identify the key idea of an image from the text. • Identify what makes the character in a text special or important. • Match a word from a text that has more than one meaning to a picture.	9 / 9
Middle	Questions at this level generally require students to: • Answer a question by using quotes from the text. • Identify important conversations between characters in a story. • Identify connections between individuals and events in the text. • Identify an image that is like another image. • Describe what makes the character special or important in a text. • Identify a word with more than one meaning as it is used in the text given a picture of that word.	9 / 9
High	Questions at this level generally require students to: • Identify a quote from a text to make an inference (a guess to a question using clues from the text). • Explain how relationships between characters and/or events are important to a story. • Explain connections between individuals and/or events in the text. • Describe how pictures from a text are alike or different. • Describe a point of view of a character in a text. • Identify the meaning of a word with more than one meaning as it is used in the text.	0 / 9

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These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



CONTROL took the majority of the Reading Alternate MCA using a mix of online and paper test materials with Test Administrator guidance and support.



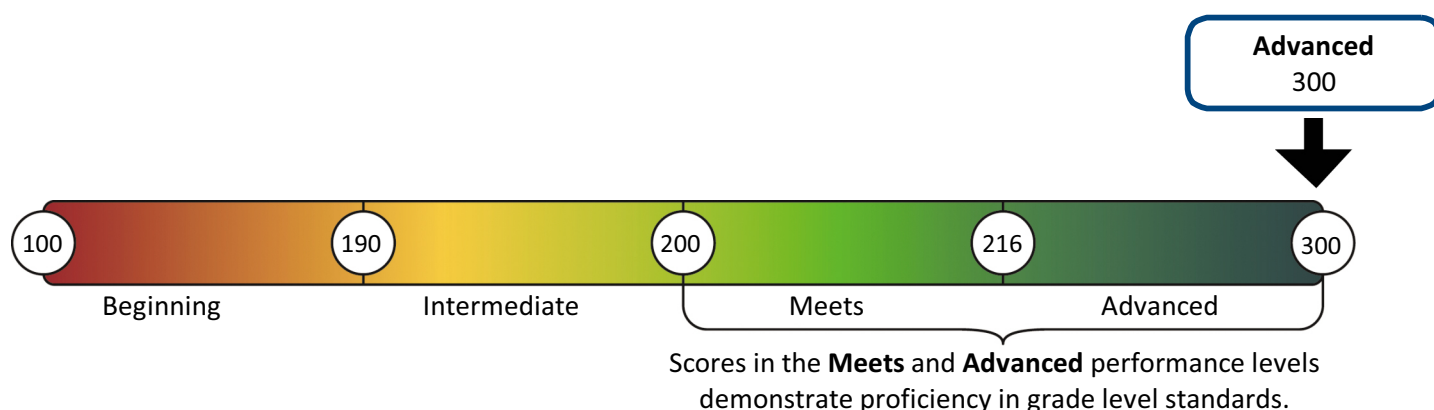
CONTROL read most of the Reading Alt MCA passages with the Test Administrator.

Reading: CONTROL's Overall Alt MCA Results

CONTROL's score of 300 shows evidence of learning at the **Advanced** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 10 student with a score at the **Advanced** level needs minimal levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Compare how connections are made between a series of ideas or events in two texts, draw a conclusion (using clues from a text to figure out what is happening), and the impact that a word or phrase has on a text.
- Evaluate which graphic/picture best supports the meaning of a text and describe why the author wrote the text.



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Grade 10 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **82%** of grade 10 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify a conclusion (using clues from a text to figure out what is happening) that is stated in a text. • Identify what makes a character special or important in a text. • Identify the order of events or ideas in the text. • Identify an image that supports the meaning of the text. • Identify the main idea of the text. • Match words in the text with more than one meaning to a picture.	9 / 9
Middle	Questions at this level generally require students to: • Identify stated words from the text that support a conclusion (using clues from a text to figure out what is happening). • Identify a character and/or event that changes in the text. • Explain how a series of events or ideas in two texts or alike or different. • Identify which version of an image best supports the meaning of the text. • Identify why the author wrote the text. • Identify a word that would have the greatest impact on the text.	9 / 9
High	Questions at this level generally require students to: • Draw a conclusion (using clues from a text to figure out what is happening) by identifying stated words or phrases. • Explain how a character or event changes in the text. • Compare how connections are drawn between a series of ideas or events in two texts. • Explain how an image from a text supports the meaning of the text. • Describe the author's purpose for writing the text. • Explain how the author's choice of words affects the content, style, or meaning of the text.	9 / 9

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These are TenE's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.



TenE took the majority of the Reading Alternate MCA using paper test materials with Test Administrator guidance and support. They exited the test after providing no response to the first 6 questions using a rule that allows students to exit the test early in some cases. This early stopping rule may be used for students who do not yet have a consistent, observable system of expressive communication and consistently are not responding to the test questions. This report reflects the anticipated score if they had completed the test.



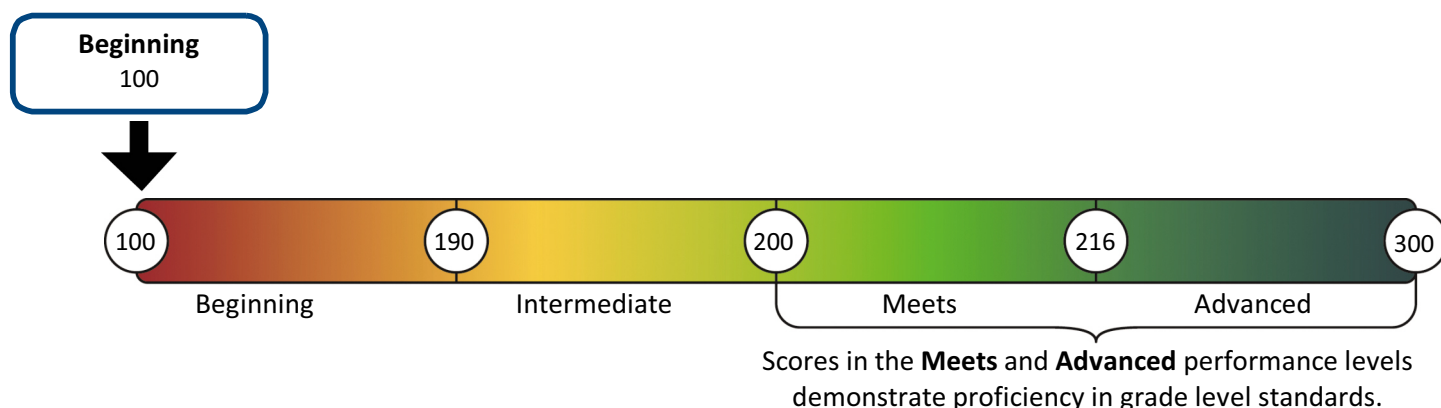
TenE had most of the Reading Alt MCA passages read to them by the Test Administrator.

Reading: TenE's Overall Alt MCA Results

TenE's score of 100 shows evidence of learning at the **Beginning** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 10 student with a score at the **Beginning** level needs significant levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Identify a stated conclusion (using clues from a text to figure out what is happening), what makes a character special or important, and match words from a text to a picture.
- Choose a picture or graphic that supports the meaning.



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Grade 10 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **82%** of grade 10 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: - Identify a conclusion (using clues from a text to figure out what is happening) that is stated in a text. - Identify what makes a character special or important in a text. - Identify the order of events or ideas in the text. - Identify an image that supports the meaning of the text. - Identify the main idea of the text. - Match words in the text with more than one meaning to a picture.	0 / 9
Middle	Questions at this level generally require students to: - Identify stated words from the text that support a conclusion (using clues from a text to figure out what is happening). - Identify a character and/or event that changes in the text. - Explain how a series of events or ideas in two texts or alike or different. - Identify which version of an image best supports the meaning of the text. - Identify why the author wrote the text. - Identify a word that would have the greatest impact on the text.	0 / 9
High	Questions at this level generally require students to: - Draw a conclusion (using clues from a text to figure out what is happening) by identifying stated words or phrases. - Explain how a character or event changes in the text. - Compare how connections are drawn between a series of ideas or events in two texts. - Explain how an image from a text supports the meaning of the text. - Describe the author's purpose for writing the text. - Explain how the author's choice of words affects the content, style, or meaning of the text.	0 / 9

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These are CONTROL's results from the Reading Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2026.

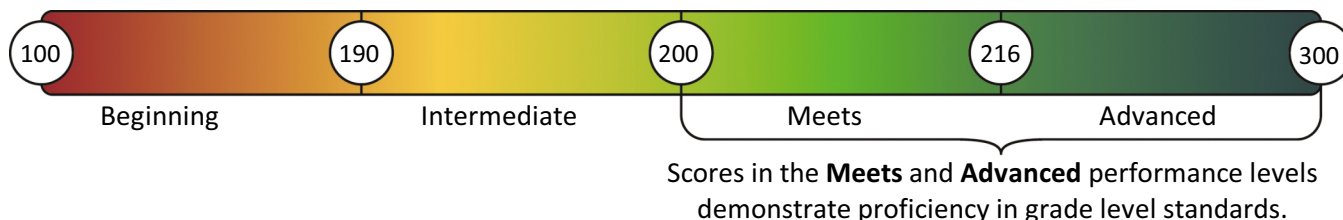


CONTROL did not participate in the test.



Reading: CONTROL's Overall Alt MCA Results

The student did not attempt the test for this subject. Please contact your student's school for further information.



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Grade 10 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **82%** of grade 10 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify a conclusion (using clues from a text to figure out what is happening) that is stated in a text. • Identify what makes a character special or important in a text. • Identify the order of events or ideas in the text. • Identify an image that supports the meaning of the text. • Identify the main idea of the text. • Match words in the text with more than one meaning to a picture.	No Test Data Available
Middle	Questions at this level generally require students to: • Identify stated words from the text that support a conclusion (using clues from a text to figure out what is happening). • Identify a character and/or event that changes in the text. • Explain how a series of events or ideas in two texts or alike or different. • Identify which version of an image best supports the meaning of the text. • Identify why the author wrote the text. • Identify a word that would have the greatest impact on the text.	No Test Data Available
High	Questions at this level generally require students to: • Draw a conclusion (using clues from a text to figure out what is happening) by identifying stated words or phrases. • Explain how a character or event changes in the text. • Compare how connections are drawn between a series of ideas or events in two texts. • Explain how an image from a text supports the meaning of the text. • Describe the author's purpose for writing the text. • Explain how the author's choice of words affects the content, style, or meaning of the text.	No Test Data Available

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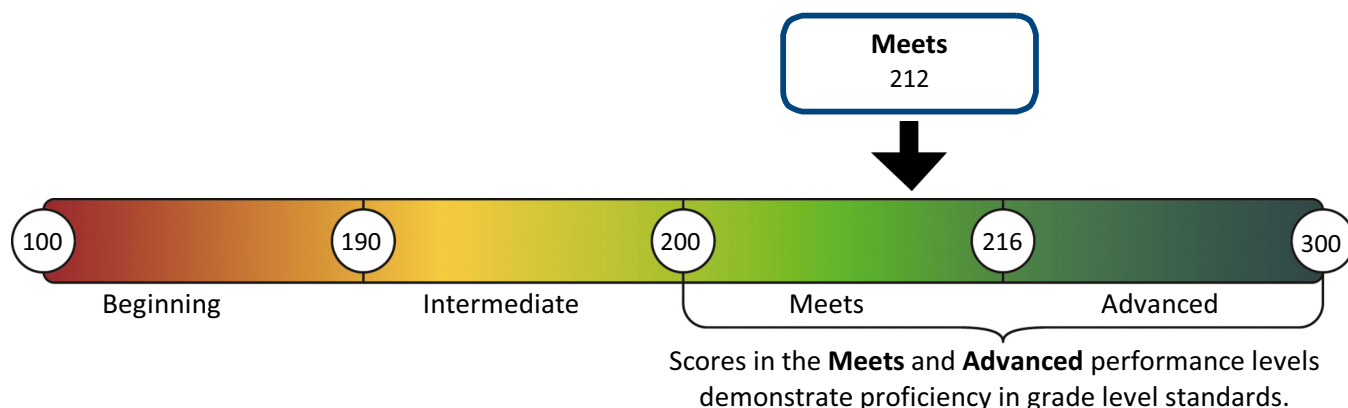
CONTROL read most of the Reading Alt MCA passages with the Test Administrator.

Reading: CONTROL's Overall Alt MCA Results

CONTROL's score of 212 shows evidence of learning at the **Meets** level for grade-level expectations in reading to show how well they understand what they read. The Reading Alternate MCA measures student learning of the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 10 student with a score at the Meets level needs minimal levels of support and scaffolding of skills when completing academic tasks. They can use the text to show evidence of being able to:

- Compare a series of ideas or events in two texts, explain how a character changes, what is alike or different in two texts and identify the word that has the greatest impact on the style of the text.
- Explain why a picture was used in the text and identify why the author wrote a text.



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Grade 10 Reading Alt MCA: Percentage of Students Demonstrating Proficiency

In spring 2026, **82%** of grade 10 students in Minnesota who took the Reading Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks from the Reading strand of the Minnesota Academic Standards in English Language Arts.



Performance Related to Cognitive Complexity

On the Reading Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphics. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Descriptions	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify a conclusion (using clues from a text to figure out what is happening) that is stated in a text. • Identify what makes a character special or important in a text. • Identify the order of events or ideas in the text. • Identify an image that supports the meaning of the text. • Identify the main idea of the text. • Match words in the text with more than one meaning to a picture.	9 / 9
Middle	Questions at this level generally require students to: • Identify stated words from the text that support a conclusion (using clues from a text to figure out what is happening). • Identify a character and/or event that changes in the text. • Explain how a series of events or ideas in two texts or alike or different. • Identify which version of an image best supports the meaning of the text. • Identify why the author wrote the text. • Identify a word that would have the greatest impact on the text.	9 / 9
High	Questions at this level generally require students to: • Draw a conclusion (using clues from a text to figure out what is happening) by identifying stated words or phrases. • Explain how a character or event changes in the text. • Compare how connections are drawn between a series of ideas or events in two texts. • Explain how an image from a text supports the meaning of the text. • Describe the author's purpose for writing the text. • Explain how the author's choice of words affects the content, style, or meaning of the text.	0 / 9

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